

Kingstree Junior High

710 Third Avenue
Kingstree, South Carolina 29556

Grades 7-8 Middle School

Enrollment 498 Students

Principal Margie Myers 843-355-6823

Superintendent Ralph C. Fennell, Jr. 843-355-5571

Board Chair Mrs. Barbara McKenzie 843-382-3980

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	1	7	42

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Good	No
2004	Average	Below Average	No
2005	Below Average	Unsatisfactory	No
2006	Unsatisfactory	Unsatisfactory	No

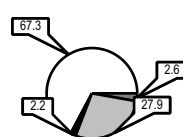
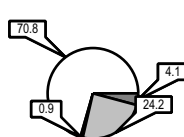
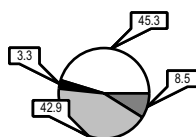
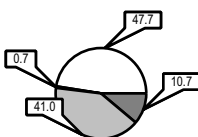
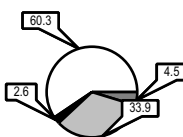
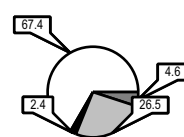
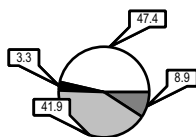
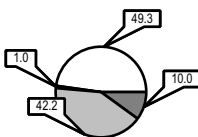
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	89.3
English 1	94.3	79.1
Biology 1/Applied Biology 2	N/A	43.4
Physical Science	N/A	23.4
All Subjects	95.7	81.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	496	99.6	46.5	40.1	11.7	1.7	21.1	No	Yes
Gender									
Male	248	99.2	59.0	31.6	8.1	1.3	13.7	N/A	N/A
Female	248	100.0	34.0	48.5	15.3	2.1	28.5	N/A	N/A
Racial/Ethnic Group									
White	32	100.0	28.6	67.9	3.6	0.0	17.9	I/S	I/S
African American	463	99.6	47.5	38.4	12.3	1.8	21.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	399	100.0	39.1	47.2	12.9	0.8	23.1	N/A	N/A
Disabled	97	97.9	78.4	9.1	6.8	5.7	12.5	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	496	99.6	46.5	40.1	11.7	1.7	21.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	495	99.6	46.4	40.2	11.8	1.7	21.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	445	99.6	47.2	40.2	10.7	1.9	20.3	No	Yes
Full-pay meals	51	100.0	39.0	39.0	22.0	0.0	29.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	496	100.0	44.3	42.1	9.4	4.3	21.3	No	Yes
Gender									
Male	248	100.0	52.3	34.9	8.5	4.3	20.9	N/A	N/A
Female	248	100.0	36.2	49.4	10.2	4.3	21.7	N/A	N/A
Racial/Ethnic Group									
White	32	100.0	42.9	42.9	14.3	0.0	21.4	I/S	I/S
African American	463	100.0	44.2	42.2	9.1	4.5	21.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	399	100.0	36.2	49.6	10.2	3.9	23.6	N/A	N/A
Disabled	97	100.0	78.7	10.1	5.6	5.6	11.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	496	100.0	44.3	42.1	9.4	4.3	21.3	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	495	100.0	44.1	42.2	9.4	4.3	21.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	445	100.0	44.8	42.7	8.6	4.0	20.0	No	Yes
Full-pay meals	51	100.0	39.0	36.6	17.1	7.3	34.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	495	100.0	69.1	24.7	4.7	1.5	6.2
Gender							
Male	248	100.0	71.5	22.1	3.8	2.6	6.4
Female	247	100.0	66.8	27.2	5.5	0.4	6.0
Racial/Ethnic Group							
White	32	100.0	67.9	25.0	7.1	0.0	7.1
African American	462	100.0	69.2	24.7	4.5	1.6	6.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	398	100.0	65.4	28.6	5.0	1.0	6.0
Disabled	97	100.0	85.4	7.9	3.4	3.4	6.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	495	100.0	69.1	24.7	4.7	1.5	6.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	494	100.0	69.1	24.7	4.7	1.5	6.2
Socio-Economic Status							
Subsidized meals	445	100.0	69.2	25.4	4.2	1.2	5.4
Full-pay meals	50	100.0	68.3	17.1	9.8	4.9	14.6

Social Studies							
All Students	495	100.0	66.4	28.1	3.2	2.3	5.5
Gender							
Male	248	100.0	71.5	23.4	3.0	2.1	5.1
Female	247	100.0	61.3	32.8	3.4	2.6	6.0
Racial/Ethnic Group							
White	32	100.0	42.9	46.4	7.1	3.6	10.7
African American	462	100.0	67.8	27.0	2.9	2.3	5.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	398	100.0	61.2	33.1	3.1	2.6	5.8
Disabled	97	100.0	88.8	6.7	3.4	1.1	4.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	495	100.0	66.4	28.1	3.2	2.3	5.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	494	100.0	66.3	28.1	3.2	2.3	5.5
Socio-Economic Status							
Subsidized meals	445	100.0	67.4	28.2	2.8	1.6	4.4
Full-pay meals	50	100.0	56.1	26.8	7.3	9.8	17.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	100.0	38.6	50.0	11.0	0.4	11.4
	8	246	100.0	29.9	52.7	16.1	1.3	17.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	243	99.6	47.2	39.5	11.6	1.7	13.3
	8	253	99.6	45.8	40.7	11.9	1.7	13.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	100.0	37.7	41.1	15.3	5.9	21.2
	8	246	100.0	32.6	50.0	14.7	2.7	17.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	243	100.0	40.8	41.6	12.0	5.6	17.6
	8	253	100.0	47.7	42.6	6.8	3.0	9.7
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	99.6	67.2	26.4	5.5	0.9	6.4
	8	246	100.0	60.7	33.0	4.5	1.8	6.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	243	100.0	65.2	26.2	6.9	1.7	8.6
	8	252	100.0	73.0	23.2	2.5	1.3	3.8
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	247	99.6	77.9	19.6	1.7	0.9	2.6
	8	246	100.0	55.4	38.8	3.1	2.7	5.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	243	100.0	71.2	24.9	2.1	1.7	3.9
	8	252	100.0	61.6	31.2	4.2	3.0	7.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 498)				
Students enrolled in high school credit courses (grades 7 & 8)	9.4%	Down from 10.4%	9.5%	16.7%
Retention rate	4.0%	Down from 7.1%	4.0%	2.5%
Attendance rate	96.7%	Up from 95.5%	95.2%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 16.2%	0.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 16.2%	0.2%	1.0%
Eligible for gifted and talented	5.0%	Up from 4.8%	6.9%	15.6%
On academic plans	51.3%	N/AV	54.7%	39.9%
On academic probation	3.4%	N/AV	3.5%	0.7%
With disabilities other than speech	20.7%	Down from 21.0%	14.7%	12.4%
Older than usual for grade	8.0%	Up from 7.2%	8.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 0.6%	1.2%	0.9%
Annual dropout rate	0.6%	Up from 0.4%	0.0%	0.0%
Teachers (n= 25)				
Teachers with advanced degrees	56.0%	Up from 51.9%	55.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.6%	N/A	17.0%	9.1%
Teachers with emergency or provisional certificates	22.7%	Up from 12.5%	13.6%	5.6%
Teachers returning from previous year	70.9%	Down from 79.2%	76.7%	84.6%
Teacher attendance rate	92.7%	Down from 94.4%	94.3%	94.8%
Average teacher salary	\$40,629	Up 5.3%	\$40,475	\$42,267
Prof. development days/teacher	14.0 days	Up from 7.3 days	11.7 days	11.9 days
School				
Principal's years at school	6.0	Up from 5.0	2.0	3.0
Student-teacher ratio in core subjects	32.5 to 1	Up from 29.4 to 1	19.1 to 1	21.1 to 1
Prime instructional time	88.1%	Down from 89.1%	87.5%	89.0%
Dollars spent per pupil*	\$5,477	Up 4.1%	\$7,527	\$6,243
Percent of expenditures for teacher salaries*	58.7%	Down from 63.0%	55.0%	59.8%
Percent of expenditures for instruction*	64.1%		63.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	60.2%	Down from 99.0%	90.9%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Below Average	Down from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	22.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kingstree Junior High School, a Title I school-wide school, houses the largest number of seventh and eighth grade students in Williamsburg County. Our targeted goals focus on implementing a standards-driven curriculum, improving standardized test scores, and improving school climate. These goals will become reality through the use of knowledgeable consultants, in-house departmental meetings and planning teams, appropriate staff development, incentives, and support from the administration, parents, students, and colleagues.

The students of Kingstree Junior High School are exposed to many special programs and challenging activities and strategies. We are continuing to run an after-school program focusing not only on academic skills, but also recreation, fine arts, and health. All seventh grade students are given the opportunity to explore career options and choices through a career education class. Eighth grade students are scheduled into state-of-the-art keyboarding classes. Another highlight for eighth grade students is the possibility of being selected for Pro Team, a program that encourages exemplary students to attend college and consider education as a career. Many students of KJH will also receive the benefit of a PLATO Lab designed to strengthen classroom instruction and reinforce the curriculum standards.

Several other programs support our students and parents. The first is the use of the Premier Agenda Program, which provides students with a daily outline of activities and an outlet for teachers and parents to regularly check on their progress. The Parenting Center also serves as a vital link between students, parents, and teachers. We also have the privilege of housing a School-Based Counselor.

KJHS boasts a well-rounded athletic program, focusing on sportsmanship, teamwork, cooperation, and exemplary conduct. We are implementing many new programs and incentives for students and teachers and refining some of our older programs to keep in tune with our changing needs.

Tarsha B. Staggers, Principal

M. Elaine Montgomery, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	204	32
Percent satisfied with learning environment	70.8%	60.1%	83.3%
Percent satisfied with social and physical environment	60.9%	60.0%	64.5%
Percent satisfied with school-home relations	60.9%	76.2%	78.1%

*Only students at the highest middle school grade level at this school and their parents were included.